



# **2007 CATS**

## **Commonwealth Accountability Testing System**

# **Concordance Table Presentation For Local Board of Education and Community Members**



# **Condensed Version**

**This version explains a complex model in simple terms for the purpose of condensed presentations to local board of education and community members.**

**Its purpose is to show how concordance tables work in general.**

# Why do this?

- **CATS 2007 Tests Changed:**
  - new content design
  - new test design
  - tests given to new grade levels
  - new cut scores for novice, apprentice proficient, distinguished
  - changed importance (weights) of tests
  - added new tests (reading, math, ACT PLAN)

# Why do this?

- **Changes in the 2007 CATS tests do not allow direct comparison of 2006 and 2007 CATS scores.**
- **School accountability must continue even though the tests changed.**

# Why concordance?

- **A concordance table allows us to compare two different tests from two different years.**
- **With concordance, we can link the 2007 scores to original school goals.**
- **By doing this, we can keep school accountability going.**

# **A Simple But Fun Example**

**Picture this:**

**The New York Yankees baseball  
team's batting average is .300  
in 2006.**

# **A Simple But Fun Example**

**Let's pretend that, in 2007, Major  
League rules change:**

**Pitcher's mound is moved.**

**Basepaths are altered.**

**Homerun fence length is changed.**

**Aluminum bats are allowed.**

# **A Simple But Fun Example**

**In 2007, after the rules changed,  
the New York Yankees baseball  
team's batting average is .330.  
They are the first (best) batting  
team in 2007.**



# **A Simple But Fun Example**

**So here are our scores:**

**2006 Team Average: .300 (Original Rules)**

**2007 Team Average: .330 (Changed Rules)**

**Could we compare?**

**No; there are too many changes in 2007  
rules to compare team averages.**

# **A Simple But Fun Example**

**Could we compare?**

**Yes, if we used a concordance table.**

**By knowing the ranks of teams in 2006 and 2007, we can make a link.**

# **A Simple But Fun Example**

**Here's how: The Yankees were the  
second-best batting team in 2006.**

**The best batting team in 2006 was the  
Cardinals, who batted .310.**

**So if the Yankees are the best batting  
team in 2007 with their .330, it may  
mean they would have batted as well  
as the Cardinals did in 2006.**

# **A Simple But Fun Example**

**NYY Batting  
2007**

**.330(First Place)**

**Cards Batting  
2006**

**.310 (First Place)**

**So, a .330 average in 2007 is  
concordant with a .310 average in  
2006.**

# **Concordance Tables**

**These tables allow comparisons by finding the rank order and score in one year and linking it to the rank order and score in a previous year.**

# **Another Example**

**ACT Scores**

**SAT Scores**

**18 (middle score)**

**562 (middle score)**

**An 18 on ACT may be concordant with a 562 on the SAT, even though they are different tests.**

# How Would a CATS Concordance Work?

## 2007 Nonadjusted

Accountability Index

## 2007 (Estimated) Adjusted \*

Accountability Index

80.0
80.1
80.2
80.3
80.4
80.5
80.6
80.7
80.8
80.9
81.0
81.1
81.2
81.3
81.4

**SIMULATED DATA**

**SIMULATED DATA**

**A concordance table would show us that an 81.0 on the 2007 nonadjusted index would be a 80.9 on the adjusted 2007 index.**

80.2
80.2
80.3
80.4
80.4
80.5
80.6
80.6
80.7
80.8
80.9
80.9
81.0
81.1
81.2

**SIMULATED DATA**

\* 2007 builds expected growth from 2006 to 2007.

# Important

- The concordance table will only be applied to a school's overall Accountability Index.
- A school's adjusted score does depend on the rank order of other schools in Kentucky.
- **Concordance scores are a statistical adjustment; interpretations of growth/decline of scores should be made with awareness of the concordance table process.**
- The table may leave scores the same, increase them slightly or decrease them slightly.
- Individual student scores are not affected. Parents will see regular CATS scores (novice, apprentice, proficient, distinguished).